Implementation of Problem Based Learning to Enhance Critical Thinking Skills in Social Studies at Madrasah Ibtidaiyah Islamiyah Kedungwaru Ngawi

Abdul Aziz Binsa[1], Wiwit Purnama Putri[2]
[1]Aziz.binsa1990@gmail.com, [2]23204032007@student.uin-suka.ac.id
[1]Institut Agama Islam Ngawi
[2]Universitas Islam Negeri Sunan Kalijaga Yogyakarta

Abstract: The implementation of the Problem-Based Learning (PBL) model has proven to be effective in enhancing students' critical thinking skills by encouraging active engagement in solving real-world problems. This study aims to improve students' critical thinking skills through the application of the Problem-Based Learning (PBL) model in Social Studies instruction at MI Islamiyah Kedungwaru Ngawi. The method employed is Classroom Action Research (CAR). The research subject comprised 25 first-grade students observed during the learning process. Data collection methods included quantitative data obtained through written tests at the beginning (pre-test) and end (post-test) of the research, and qualitative data derived from interviews and observations. This study was conducted over two cycles, each consisting of two meetings. The results indicate that the implementation of PBL significantly improved students' critical thinking skills, as evidenced by an increase in the average critical thinking indicator scores from 59.6 in the pre-cycle, to 70.7 in Cycle I, and 81.0 in Cycle II. Moreover, students' responses to PBL were positive, with increased engagement and motivation. Thus, the PBL model is proven effective in improving critical thinking skills in Social Studies learning, while also fostering a positive classroom environment. This study suggests the broader implementation of PBL model in school curricula.
Keywords: Problem Based Learning, Critical Thinking Skills, Social Studies

INTRODUCTION

In an effort to enhance the quality of educational institutions, the role of educational personnel-which includes educators, administrator, supervisors, inspectors, researchers, and technical resource staff is vital and must be executed in alignment with their designated responsibilities and functions as quality professionals in education.[1] A competent

[1]Miftahul Marsena and others, 'Tenaga Kependidikan: Pengawas Dan Kepala Sekolah', *Indo-MathEdu Intellectuals Journal*, 5.5 (2024), 6384–95.

educator is characterized by their ability and proficiency in carrying out their teaching responsibilities effectively. [2] However, challenges often arise in practice, where many teachers fail to meet expectations. [3] Research by Husnul indicates that some teachers employ ineffective methods, use unappealing teaching media, or adopt instructional approaches that fail to engage students.[4] This finding is further corroborated by Rora et al., who observed that teachers are often ineffective in explaining material, relying on monotonous lectures, excessive emphasis on rote memorization, and an overall lack of variety in teaching methods. These shortcomings may stem from unvaried pedagogical approaches and teacher attitudes perceived as overly strict or authoritarian.[5]

To address these issues in teaching, Problem-Based Learning (PBL) has emerged as a strategy to improve the quality of instruction, ensuring an optimal learning experience.[6] PBL actively involves students in addressing real-world problems that they must solve collaboratively. This method enables students to explore various social, cultural, and economic issues through case studies relevant to their lives.[7] For instance, students may be tasked with solving problems related to resource distribution or investigating the effects of environmental changes on local communities. This approach fosters critical thinking and collaboration.

Students participating in PBL engage in activities that encourage analytical thinking, such as gathering data, analyzing information, and

---

[2]Yuni Siti Khoiriyah and others, 'Analisis Rekrutmen Beban Kerja Pendidik Dan Tenaga Kependidikan Di MTs. Bina Insani', *Al-DYAS*, 2.2 (2023), 369–80.

[3]Nuritsa Istiqomah Abdillah and others, 'Antara Harapan Dan Kenyataan: Kondisi Pembelajaran Ideal Dan Faktual Pada Anak Usia Dini', *Pedagogi: Jurnal Ilmiah Pendidikan*, 10.1 (2024), 12–18.

[4]Husnul Hotimah, 'Penerapan Metode Pembelajaran Problem Based Learning Dalam Meningkatkan Kemampuan Bercerita Pada Siswa Sekolah Dasar', *Jurnal Edukasi*, 7.2 (2020), 5–11.

[5] Rora Rizki Wandini and others, 'Merubah Pandangan Siswa Yang Menganggap Pembelajaran PKn Membosankan Menjadi Pembelajaran PKn Yang Menyenangkan', *Jurnal Pendidikan Dan Konseling (JPDK)*, 4.4 (2022), 1489–96.

[6]Nurul Rafiqah Nasution and Edy Surya, 'Penerapan Model Pembelajaran Berbasis Masalah (Problem Based Learning) Terhadap Kemampuan Berpikir Kreatif Matematika Siswa', *Jurnal Mahasiswa PPS*, 1.1 (2017), 98–102.

[7]Indri Fitriani Juardi And Tin Rustini, 'Evaluasi Efektivitas Problem Based Learning Dalam Pembelajaran Ips Di Kelas Iv Sekolah Dasar; Studi Kasus Sdn Pasirbitung', Jurnal Inovasi Pendidikan, 7.1 (2024).

formulating arguments based on their findings. [8] In the PBL process, students not only learn the subject matter but also acquire the skill to apply their knowledge to solve problem in diverse situations. The method enhances logical and systematic thinking and promotes evidence-based decision-making. [9]

One of the primary advantages of PBL is its ability to increase student motivation and engagement. [10] Students are more motivated to learn and complete tasks when they are directly involved in the problem-solving process.[11] This sense of responsibility and active participant often drives students to seek deeper and more creative solutions. Such engagement is especially critical in Social Studies instruction, as a deep understanding of social issues helps students develop critical perspective on the world around them.[12]

However, implementing PBL presents numerous challenges. A significant issue is that teachers must receive adequate training to design and facilitate PBL activities effectively. [13] Teacher quality is one the most critical factors in education,[14] thus teachers must possess a string understanding of PBL principles and the skills to manage group dynamics while monitoring student progress. Without sufficient support and training, the successful implementation of PBL can be hindered.[15]

---

[8] Asrani Assegaff and Uep Tatang Sontani, 'Upaya Meningkatkan Kemampuan Berfikir Analitis Melalui Model Problem Based Learning (PBL)', *Jurnal Pendidikan Manajemen Perkantoran*, 1.1 (2016), 38–48.

[9]Reny Reski, Nahor Hutapea, and Sehatta Saragih, 'Peranan Model Problem Based Learning (PBL) Terhadap Kemampuan Pemecahan Masalah Matematis Dan Kemandirian Belajar Siswa', *JURING (Journal for Research in Mathematics Learning)*, 2.1 (2019), 49–57.

[10]Agus Ashari, 'Media Online Maupun Offline Untuk Meningkatkan Motivasi Belajar Peserta Didik'.

[11]Siti Khotimah and A Wathon, 'Pengembangan Alat Permainan Edukatif Melalui Klasifikasi Strategi Pembelajaran', *Sistim Informasi Manajemen*, 2.1 (2019), 215–40.

[12] Rahmat Sudrajat, 'Pentingnya Ketrampilan Mendengar Untuk Menciptakan Pembelajaran Yang Menarik', in *Seminar Nasional Keindonesiaan (FPIPSKR)*, 2023, VIII.

[13]Nenah Sunarsih, Joko Rizkie Widokarti, and Donni Juni Priansa, *PBL Di Era Digital: Meningkatkan Prestasi Belajar Melalui Tutorial Daring* (Asadel Liamsindo Teknologi, 2023).

[14]Wiwit Purnama Putri, Narendradewi Kusumastuti, and Arwendis Wijayanti, 'Peran Guru Laki-Laki Pada Lembaga PAUD Ditinjau Dari Perspektif Fungsi Afeksi Di Tk Aisyiah Bustanul Athfal 1 Ngawi', *Journal of Early Childhood Education and Development*, 4.1 (2022), 88–99.

[15]Soetam Rizky Wicaksono And Kasmudin Mustapa, 'Evaluasi Dalam Project Based Learning'.

Implementation PBL is closely tied to the development of critical thinking skills. Critical thinking refers to an individual's ability to solve problems with a focus on processes and carefully considered steps that are accountable and precise.[16] It involves the systematic and specific analysis of ideas, careful differentiation of elements, and identification, evaluation, and refinement of thought processes using logic and evidence to arrive at more effective solutions.[17] This consistent with Tinio's perspective, as cited in Hendi's research, which emphasizes that critical thinking encompasses the ability to identify, analyze, and solve problems creatively and logically, resulting in sound judgment and decisions.[18]

Critical thinking skills in students can be observed through various aspects and actions. According to Peter[19], critical thinking encompasses several dimensions, including (1) interpretation, (2) analysis, (3) evaluation, (4) inference, (5) explanation, and (6) self-regulation. Meanwhile, Ennis, as cited in Heni et al.,[20] outlines ideal critical thinking abilities to include (1) basic clarification, (2) basis for decision-making, (3) inference, (4) advanced clarification, and (5) assumptions and integration.[21] Ennis explains that critical thinking involves logical reasoning through scientific processes, including analyzing, synthesizing, identifying problems and their solutions, drawing conclusions, and evaluating outcomes.

As a subject taught in primary education, Social Studies instruction introduce students to fundamental ideas about society, culture,

---

[16]Rohmah Indahwati, Septi Dariyatul Aini, and Djoko Ribowo, 'Pengaruh Penerapan Strategi Means-Ends Analysis (Mea) Dalam Pembelajaran Matematika Terhadap Kemampuan Berpikir Kritis Siswa', *Interaksi: Jurnal Kependidikan*, 12.2 (2017).

[17]Wahyu Syahbani, 'Analisis Kemampuan Berpikir Kritis Siswa Pada Pembelajaran Matematika Model Inquiry Di Smpn 2 Kota Bengkulu' (Uin Fatmawari Sukarno, 2024).

[18]Asrean Hendi, Caswita Caswita, and Een Yayah Haenilah, 'Pengembangan Media Pembelajaran Interaktif Berbasis Strategi Metakognitif Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa', *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 4.2 (2020), 823–34.

[19]Peter A Facione, 'Critical Thinking: What It Is And Why It Counts', 2018.

[20] Heni Rahmawati, Pratiwi Pujiastuti, And Andarini Permata Cahyaningtyas, 'Kategorisasi Kemampuan Berpikir Kritis Siswa Kelas Empat Sekolah Dasar Di SD Se-Gugus II Kapanewon Playen, Gunung Kidul', Jurnal Pendidikan Dan Kebudayaan, 8.1 (2023), 88–104.

[21]Salvina Wahyu Prameswari, Suharno Suharno, and Sarwanto Sarwanto, 'Inculcate Critical Thinking Skills in Primary Schools', in *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 2018, I.

economy, and history. [22] Developing critical thinking skills in this subject is crucial, as students must analyze various type of information, establish connections between concepts, and understand complex social issues. However, traditional teaching methods often fail to nurture these skills. As a result, the application of the PBL method is expected to bridge this gap by providing students with authentic and relevant learning contexts.[23]

The foundation of critical thinking is significantly influenced by primary education. One effective instructional strategy for fostering this skill is the PBL method.[24] By emphasizing problem-solving as the core of the educational experience, PBL offers a new alternative to conventional teaching methods.[25] This approach actively involves students in knowledge acquisition, allowing them to learn through direct experiences rather than merely absorbing information passively. The implementation of PBL in primary school Social Studies classroom has the potential to significantly enhance students' critical thinking abilities. [26]

Furthermore, it is essential to conduct periodic evaluations of PBL's effectiveness in improving students' critical thinking skills.[27] These evaluations may include assessments of the learning process, the outcomes achieved, and the long-term impacts on students' critical thinking abilities. By collecting data and feedback from both teachers and students, schools can make necessary adjustments to ensure that PBL achieves its intended goals.[28]

---

[22] Desy Safitri, 'Pendekatan Konstruktivisme Dalam Pembelajaran IPS', *Mutiara: Jurnal Ilmiah Multidisiplin Indonesia*, 2.2 (2024), 55–69.

[23]Lilis Lismaya, *Berpikir Kritis & PBL:(Problem Based Learning)* (Media Sahbat Cendekia, 2019).

[24] Halim Simatupang And Dirga Purnama, Handbook Best Practice Strategi Belajar Mengajar (Pustaka Media Guru, 2019).

[25]Hosnol Hotimah And Shefa Dwijayanti Ramadani, 'Model PBL Diperkaya Dengan Reading And Concept Map: Apakah Efektif Dalam Meningkatkan Keterampilan Berpikir Kritis Dan Minat Baca Siswa?', Phenomenon: Jurnal Pendidikan MIPA, 11.1 (2021), 1–14.

[26] Siti Halimah, Herlina Usman, And Siti Maryam, 'Peningkatkan Kemampuan Berpikir Kritis Dalam Pembelajaran IPA Melalui Penerapan Model Pembelajaran Problem Based Learning (PBL) Di Sekolah Dasar', Jurnal Syntax Imperatif: Jurnal Ilmu Sosial Dan Pendidikan, 3.6 (2023), 403–13.

[27]Rysa Titanika Wati and Yuliani Yuliani, 'Pengembangan Lembar Kegiatan Peserta Didik (LKPD) Berbasis Problem Based Learning (PBL) Submateri Transpor Membran Untuk Melatihkan Keterampilan Berpikir Kritis', *Berkala Ilmiah Pendidikan Biologi (BioEdu)*, 9.2 (2020), 340–49.

[28] Lismaya.

Improving critical thinking skills through the PBL method aligns with the demands of 21st century education, which prioritizes higher-order thinking skills and prepare students to face the complexities of the modern world. Primary schools can play a pivotal role in equipping students with the ability to think critically and creatively, enabling them to navigate various future scenarios effectively.[29]

Based on observation conducted by the researcher at MI Islamiyah Kedungwaru Ngawi, during Social Studies lessons, teacher often provided questions to stimulate students' understanding of unclear material. However, students remained passive and silent, resulting in a monotonous learning process that failed to stimulate their critical thinking skills. Additionally, when teachers provided explanations or at the end of the lesson, students were unable to summarize the content taught. When asked to express their opinions, students struggled to articulate their thoughts. Similarly, they were unable to answer question posed during lessons. According to interviews with first-grade teachers, although stimulating questions were posed during the learning process, the teaching methods employed did not meet expectations. These findings indicate that the critical thinking abilities of first-grade students at MI Islamiyah Kedungwaru Ngawi remain underdeveloped.

Based on the above findings, a problem-based learning approach hold significant potential to improve students' critical thinking skills in Social Studies. For this method to be successfully implemented, all stakeholders in the educational process, including teacher, students, and schools, must commit executing it effectively. PBL can serve a highly effective tool for cultivating critical thinking skills, which are essential for students' academic success and future life endeavors.

RESEARCH METHOD

This study employs the Classroom Action Research (CAR) method, adopting the model proposed by Kemmis and Taggart. Classroom Action Research is defined as a systematic investigation into a particular subject using established methodological principles to collect data or information that contributes to improving the quality of an area of interest or importance to the researcher. Each research cycle adheres to a predetermined process, which includes the following stage: (1) planning, (2) action, (3) observation, and (4) reflection.[30]

---

[29] Muhali Muhali, 'Pembelajaran Inovatif Abad Ke-21', *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 3.2 (2019), 25–50.

[30]Suharsimi Arikunto, *Penelitian Tindakan Kelas: Edisi Revisi* (Bumi Aksara, 2021).

The subject of this research were 25 first-grade students from MI Islamiyah Kedungwaru Ngawi. The data collection techniques used in this study include both quantitative and qualitative methods. Quantitative data were gathered through written tests, starting with a pre-test and concluding with a post-test. Qualitative data were obtained through interviews and observations. The research was conducted over two cycles, each consisting of two meetings. The study was carried out during the even semester of the 2023/2024 academic year.

The instrument used in this study comprised teaching tools such as syllabi, lesson plans, student worksheet, and tests. Additionally, data collection instruments included teacher and student observation sheets and critical thinking skill tests. Then, the data analysis combined qualitative and quantitative techniques. Qualitative analysis involved processing textual information to provide insights into the observed learning outcomes, as recorded in field notes. Quantitative analysis, on other hand, involved processing numerical data obtained from the test results conducted during the learning process and assessments of learning outcomes.[31] Appropriate formulas were applied to analyzed data to ensure accuracy and relevance to the research objectives.

Data validity was ensured using the audit trail method, which involves verifying the reliability of collected data by reviewing methods, procedures, and conclusions. This ensures that no errors or inaccuracies affect the final interpretations.

The success of the research was determined by two primary criteria:

1. Individual student mastery: A student was considered to have achieved mastery if students' attained the minimum competency standard set by the school, which is a score of 75.
2. Class-wide mastery: the research was deemed successful if at least 80% of the students achieved class-wide mastery based on the minimum competency standard.

RESULTS AND DISCUSSIONS

The researcher outlined the stages of the research process of this study; planning stage, this phase involved preparing all instructional materials including lesson plans, under the guidance of the classroom teacher; action stage, conducted during Cycles I and II, each cycle comprised two meetings-one for delivering material and one for

[31]Dr Sugiyono, 'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D', 2013.

administering end-of cycle tests. These activities were carried out according to the lesson plan in the planning stage; observation stage, observations were conducted to collect information about the teaching process implemented by the teacher based on the planned actions; and reflection stage, this stage included discussions of observation results between the observers and the researcher. These reflections allowed the researcher to note deficiencies that needed improvement and to incorporate these insights into the planning of the subsequent cycle.

Tabel 1. Critical Thinking Skill Indicators[32]

No	Aspect of Thinking	Indicator
1	Identifying Problems	Recognizing issues in the given question
2	Finding Relevant Information	Extracting information aligned with the identified problem
3	Proposing Solutions	Offering solutions suitable for the problem
4	Drawing Conclusions	Providing logical reasoning based on facts for decisions for conclusions
5	Decision-making	Making actionable decisions

Tabel 2. Critical Thinking Test Result Across Phases

	Highest Score	Lowest Score	Class Average
Pre-Cycle	80	40	59,6
Cycle I	85	65	70,6
Cycle II	90	75	81,0

The results indicate that students' critical thinking skills improved significantly from the pre-cycle to Cycle II, surpassing the minimum competency standard of 75.

[32] Umar Yampap and Deril Alfiance Kaligis, 'Penerapan Metode Snowball Throwing Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Sekolah Dasar', *DIKSI: Jurnal Kajian Pendidikan Dan Sosial*, 3.2 (2022), 1–10 <https://doi.org/10.53299/diksi.v3i2.186>.

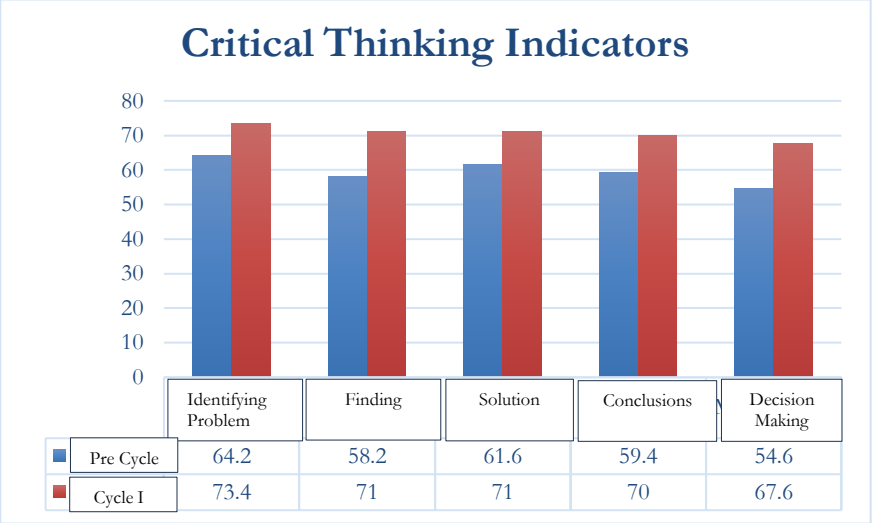

Figure 1. Critical Thinking Skills in Pre-Cycle and Cycle I

Figure 1 illustrates the critical thinking skill indicators in the pre-cycle and Cycle I, in the pre-cycle, the scores for the indicators were as follows: identifying problem (64.2), finding relevant information (58.2), proposing solutions (61.6), drawing conclusions (59.4), and decision-making (53.6). In Cycle I, an improvement in critical thinking skills was observed across all indicators: identifying problems increased 73.4, finding relevant information reached 71, proposing solutions improved to 71, drawing conclusions rose to 70, and decision-making advanced to 67.6. Therefore, the most significant improvement was noted in the indicator identifying problems, which reached a score of 73.4. Although there was an overall enhancement in students' critical thinking skills from the pre-cycle to Cycle I, the average scores did not yet meet the minimum competency standard of 75.

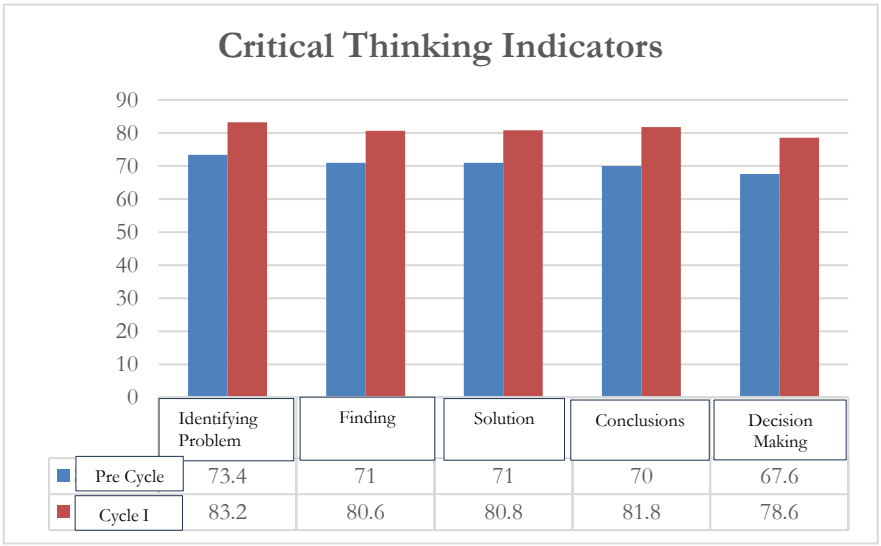

Figure 2. Students' Critical Thinking Skills in Cycle I and Cycle II

Figure 2 highlights the development of students' critical thinking skills from Cycle I to Cycle II. In Cycle I, the scores for each indicator were as follows; identifying problem 73.4, finding relevant information 71, proposing solutions 71, drawing conclusions 70, and decision-making 67.6. In Cycle II, further improvements were observed across all indicators as follows; identifying problem increased to 83.2; finding relevant information reached 80.6; proposing solutions improved to 80.8; drawing conclusions rose to 81.8 and decision-making advanced to 78.6. the most significant improvement was noted in the indicator identifying problem, which achieved a score of 83.2. Students' critical thinking skill had improved significantly in Cycle II, surpassing the minimum competency standard 0f 75. The improvement can be attributed to the application of Problem-Based Learning method, which provided students with autonomy to explore problems independently. The PBL method significantly contributed to the effectiveness of the learning process, enabling students to develop critical thinking skills that aligned with their acquisition of knowledge.

In the context of the "Environmental Hygiene" topic, the PBL method was implemented to guide first-grade students at MI Islamiyah Kedungwaru Ngawi in analyzing real-life issues they frequently encountered, such as waste accumulation around the school or their homes. Through group discussions, students learned to identify problem; recognize issues such as unmanaged waste in the their

environment, find relevant information; research the consequences of poor environmental cleanliness such health risks; propose solutions; develop appropriate and practical solution such as initiating regular clean-up activities, draw conclusions; summarize their findings or emphasizing the collective responsibility of maintaining cleanliness, and make decisions; implement concrete actions, such as establishing cleaning schedules or creating educational posters. This process not only enhanced students' understanding of the importance of environmental hygiene but also improved their analytical and evaluative skills, preparing them to address similar challenges critically and collaboratively.

At the outset, the students' critical thinking skills were relatively underdeveloped before the implementation of the PBL method. The deficiency was primarily attributed to limited opportunities provided by teachers for students to ask questions or delve into the issues presented. Furthermore, the absence of instructional media incorporating problem-based scenarios contributed to student's passivity, further inhibiting the development of their critical thinking abilities.

The findings revealed that integrating critical thinking components into Social Studies instruction through the application of PBL effectively enhances students' critical thinking skills. The learning process commenced with the identification of problems, during which students were guided to recognize environmental issues in their immediate surroundings.[33] For instance, students easily identified problems such waste accumulation at school or poorly maintained environments.[34] This activity not only encouraged students to critically observe their surrounding but also heightened their sensitivity to environmental challenges. PBL motivated students to become more proactive in identifying and responding to real-world problems rather than passively absorbing information from their teachers. [35]

Once the problem was identified, the next step involved finding relevant information to deepen their understanding of the issues and

[33]Wa Putri, Ferdinad S Leuwol, and Mohammad Amin Lasaiba, 'Improving Students' Understanding of Disaster Mitigation Through Problem-Based Learning (PBL)', *GEOFORUM Jurnal Geografi Dan Pendidikan Geografi*, 3.2 (2024), 85–98.

[34] Tiara Intan Cahyaningtyas, Naniek Kusumawati, and Ir M Soepridjadi Djoko Laksana, *Pendidikan Lingkungan Hidup SD Berbasis PJBL* (Cv. Ae Media Grafika, 2022).

[35] Ari Wijayanti and Taat Wulandari, 'Efektivitas Model CTL Dan Model PBL Terhadap Hasil Belajar IPS', *Harmoni Sosial: Jurnal Pendidikan IPS*, 3.2 (2016), 112–24.

seek potential solutions.[36,37] Students engaged in information-seeking activities using various resources, including book, videos, and group discussions.[38] In the context of environmental hygiene, students explored the adverse by unmanaged waste and pollution. [39] At this stage, students developed analytical thinking skills to evaluate the information gathered and honed their ability to filter relevant and useful data for addressing the problem effectively.

After gathering information, students proceeded to propose solutions. This stage encouraged students to think creatively and critically, designing practical and applicable solution to resolve the identified environmental hygiene problems.[40] PBL allowed students to think beyond conventional approaches and develop solutions tailored to their specific circumstances,[41] such as implementing regular cleaning schedules or organizing group clean-up activities. The proposed solutions were not merely theoretical but also actionable and directly implementable in their daily live. This stage bridged the gap between theory and practice, enabling students to consider tangible actions to effect positive changes in their environment.

Following the solution development, students were asked to draw conclusions based on their findings from the learning process and discussions.[42] For instance, students concluded that maintaining environmental cleanliness is not only an individual responsibility but also a collective societal duty. This activity encouraged students to think systematically and organize their understanding in a coherent manner.

---

[36]Yuli Ariandi, 'Analisis Kemampuan Pemecahan Masalah Berdasarkan Aktivitas Belajar Pada Model Pembelajaran PBL', in *PRISMA, Prosiding Seminar Nasional Matematika*, 2017, pp. 579–85.

[37] Ifva Darmayanti, Ramadhani Fitri, and Syamsurizal Syamsurizal, 'Pengaruh Model Problem Based Learning Terhadap Hasil Belajar Biologi Aspek Kognitif Dan Psikomotor', *BIOMA: Jurnal Biologi Dan Pembelajarannya*, 4.2 (2022), 18–25.

[38]Dewi Ayu Wisnu Wardani, 'Problem Based Learning: Membuka Peluang Kolaborasi Dan Pengembangan Skill Siswa', *Jawa Dwipa*, 4.1 (2023), 1–17.

[39]Misbakhul Huda and Rini Adlina, 'Didikan Seorang Guru Cerminan Masa Depan', *Pembelajaran Untuk Menjaga Ketertarikan Siswa Di Masa Pandemi (Antologi Esai Mahasiswa Pendidikan Biologi)*, 100 (2021).

[40] Neli Rahmaniah and others, *Berpikir Kritis Dan Kreatif: Teori Dan Implementasi Praktis Dalam Pembelajaran* (Publica Indonesia Utama, 2023).

[41] Awaludin Burhana and others, 'Model Problem Based Learning (PBL) Untuk Meningkatkan Cara Berpikir Kritis Siswa Di Sekolah Dasar', *SNHRP*, 3 (2021), 302–7.

[42] Enny Sumarni, 'Upaya Meningkatkan Minat Belajar Murid Melalui Pembelajaran Berdiferensiasi Dengan Model Pembelajaran Problem Based Learning Pada Pelajaran IPS', *Educatoria: Jurnal Ilmiah Ilmu Pendidikan*, 3.1 (2023), 29–46.

Additionally, the process of drawing conclusions allowed students to reflect on their learning journey [43] and clarify the significant of each step taken in addressing environmental problems.

Final stage of critical thinking was decision-making, where students determined the actions needed to address the identified environmental issues.[44] PBL trained students to move beyond discussing solutions by implementing them in tangible way.[45] For example, students created routine cleaning schedules for their classrooms and school or deigned simple educational posters to promote environmental hygiene in the community. These activities enabled students to connect theoretical knowledge with practical application, cultivating their ability to make impactful decisions in their surroundings.

Problem-based learning is widely recognized as an active learning approach, requiring students to seek information independently. As noted by Firda and Desyandri,[46] students are trained to find the necessary information, fostering their roles not only as consumers of knowledge but also agents of discovery. The PBL model aligns with students' interests and needs, encouraging direct engagement in the learning process.

The PBL method is particularly effective for primary school instruction.[47] In the context of Social Studies for first-grade students, PBL enables active participation by involving students in identifying and solving real-world problems related to environmental hygiene. This approach not only allows students to acquire information but also

---

[43] Evi Yuniarsi and Johanes Sapri, 'Penerapan Model Problem Based Learning (PBL) Untuk Meningkatkan Berpikir Kritis Dan Prestasi Belajar', *DIADIK: Jurnal Ilmiah Teknologi Pendidikan*, 12.1 (2022), 124–37.

[44] Singgih Prastawa And Agus Radiyanto, 'Efektivitas Model Pembelajaran Problem Based Learning Berbasis Era Pasca Pandemi Covid 19 Untuk Meningkatkan Berfikir Kritis Peserta Didik', *Brilliant Journal Of Education*, 1.1 (2024), 5–14.

[45] Hildegardis Ka'u, 'Penerapan Model Problem Based Learning (PBL) Untuk Meningkatkan Hasil Belajar IPA Pada Siswa Kelas V SDN Watutura Tahun Ajaran 2019/2020', *Jurnal Pendidikan Tambusai*, 6.1 (2022), 3329–35.

[46] Firda Khairati Amris and Desyandri Desyandri, 'Pembelajaran Tematik Terpadu Menggunakan Model Problem Based Learning Di Sekolah Dasar', *Jurnal Basicedu*, 5.4 (2021), 2171–80.

[47] Riski Tri Widyastuti and Gamaliel Septian Airlanda, 'Efektivitas Model Problem Based Learning Terhadap Kemampuan Pemecahan Masalah Matematika Siswa Sekolah Dasar', *Jurnal Basicedu*, 5.3 (2021), 1120–29.

empowers them to think critically and creatively in addressing challenged within their surroundings.[48]

Research by Badarudin,[49] Djuandi,[50] Khozin,[51] and Deliza et al.,[52] further supports this finding, highlighting that the application of problem-based learning enhances students' environmental awareness. In their study, students involved in PBL activities demonstrated positive changes in how they perceived and responded to environmental issues around them. This suggest that engaging students in learning processes focused on real-world problem-solving help them develop not only academic competencies but also environmental awareness and responsibility. Thus PBL not only enhance students 'academic skills but also their character in addressing social and environmental concerns.

One of the primary advantages of PBL is its ability to improve students' critical thinking skills.[53] Additionally, PBL facilitates the development of social and collaborative skills. During project implementation, students worked in groups, fostering communication and collaboration among peers.[54] For instance, in an environmental hygiene project, students divided tasks, planned activities, and collectively evaluated their outcomes. These interactions reinforced their

---

[48] Singgih Prastawa And Agus Radiyanto, 'Efektivitas Model Pembelajaran Problem Based Learning Berbasis Era Pasca Pandemi Covid 19 Untuk Meningkatkan Berfikir Kritis Peserta Didik', Brilliant Journal Of Education, 1.1 (2024), 5–14.

[49] Badarudin Badarudin, 'Peningkatan Sikap Peduli Lingkungan Dan Prestasi Belajar IPA Menggunakan Model Problem Based Learning Berbasis Literasi Pada Subtema Lingkungan Tempat Tinggalku Di Kelas IV MI Muhammadiyah Kramat', *JPDI (Jurnal Pendidikan Dasar Indonesia)*, 3.2 (2018), 50–56.

[50]Dadang Djuandi, 'Pengaruh Pembelajaran Berbasis Masalah Terhadap Sikap Siswa Pada Lingkungan' (Universitas Pendidikan Indonesia, 2016).

[51] Muhammad Nur Khozin, Atik Rahmawati, and Teguh Wibowo, 'Pembelajaran Berbasis Masalah Berpendekatan Socioscientific Issue Terhadap Sikap Peduli Lingkungan Dan Hasil Belajar Siswa', *Phenomenon: Jurnal Pendidikan MIPA*, 10.1 (2020), 51–61.

[52] Deliza Septika Triani, Endang Widi Winarni, and Abdul Muktadir, 'Pengaruh Model Pembelajaran Problem Based Learning (PBL) Terhadap Sikap Peduli Lingkungan Dan Hasil Belajar IPA Siswa Kelas IV SDN 78 Kota Bengkulu', *Jurnal Pembelajaran Dan Pengajaran Pendidikan Dasar*, 2.1 (2019), 13–21 <https://doi.org/10.33369/dikdas.v2i1.8677>.

[53] Kafiga Hardiani Utama and Firosalia Kristin, 'Meta-Analysis Pengaruh Model Pembelajaran Problem Based Learning (PBL) Terhadap Kemampuan Berpikir Kritis IPA Di Sekolah Dasar', *Jurnal Basicedu*, 4.4 (2020), 889–98.

[54]Yenny Eka Ariyanti and Andista Candra Yusro, 'Peningkatan Aktivitas Dan Hasil Belajar Siswa Menggunakan Model Problem Based Learning (PBL) Dengan Menggunakan Media Pembelajaran Video Mata Pelajaran IPAS Kelas IV SD Negeri 2 Tegalombo', *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8.2 (2023), 2543–59.

understanding of hygiene concept while instilling values of teamwork and responsibility.

In summary, the application of the PBL method in Social Studies instruction, particularly on the topic environmental hygiene, significantly contributed to the effectiveness of the learning process. By fostering critical thinking, collaboration, and hands-on experiences, first-grade students at MI Islamiyah Kedungwaru Ngawi not only learned about environmental hygiene but were also trained to become more responsive and caring individuals toward their surroundings. This approach demonstrates that active and contextual learning leads to more meaningful and impactful educational outcomes.

CONCLUSION

This study that the application of PBL in Social Studies instruction at MI Islamiyah Kedungwaru Ngawi was effective in improving students' critical thinking skills, particularly on the topic of environmental hygiene. Through the stage on BPL, students were able to identify environmental issues, seek relevant information, formulate solutions, draw conclusions, and decide on actions to address the problem. This demonstrate that PBL not only enhances students' academic understating but also actively engages them in solving real-life problems, increasing their awareness and concern for their surrounding environmental. With this approach, students are trained not only to think critically but also to take concreate actions to improve environmental conditions.

This research's contribution provides significant insights into the development of more interactive and critical thinking-oriented instructional methods, particularly within the context of primary education. The implementation of PBL in Social Studies also enriches problem-based educational approaches than can be applied to various subject matters, not limited to environmental hygiene.

However, this study has several limitations, including the short duration of the research and the limited variety of data sources used, which may affect the generalizability of the findings. Therefore, further researcher with broader scope and longer duration is needed to explore the effectiveness of PBL in other instructional contexts and across schools with diverse characteristics.

REFERENCES

Abdillah, Nuritsa Istiqomah, Laura Sayidina, Nuraly Ma'sum Aprily, And Mita Maulida, 'Antara Harapan Dan Kenyataan: Kondisi

Pembelajaran Ideal dan Faktual Pada Anak Usia Dini', *Pedagogi: Jurnal Ilmiah Pendidikan*, 10.1 (2024), 12–18

Amris, Firda Khairati, And Desyandri Desyandri, 'Pembelajaran Tematik Terpadu Menggunakan Model Problem Based Learning di Sekolah Dasar', *Jurnal Basicedu*, 5.4 (2021), 2171–80

Abdillah, Nuritsa Istiqomah, Laura Sayidina, Nuraly Ma'sum Aprily, And Mita Maulida, 'Antara Harapan dan Kenyataan: Kondisi Pembelajaran Ideal dan Faktual Pada Anak Usia Dini', *Pedagogi: Jurnal Ilmiah Pendidikan*, 10.1 (2024), 12–18

Amris, Firda Khairati, And Desyandri Desyandri, 'Pembelajaran Tematik Terpadu Menggunakan Model Problem Based Learning di Sekolah Dasar', *Jurnal Basicedu*, 5.4 (2021), 2171–80

Ariandi, Yuli, 'Analisis Kemampuan Pemecahan Masalah Berdasarkan Aktivitas Belajar Pada Model Pembelajaran PBL', In *Prisma, Prosiding Seminar Nasional Matematika*, 2017, Pp. 579–85

Arikunto, Suharsimi, *Penelitian Tindakan Kelas: Edisi Revisi* (Bumi Aksara, 2021)

Ariyanti, Yenny Eka, And Andista Candra Yusro, 'Peningkatan Aktivitas Dan Hasil Belajar Siswa Menggunakan Model Problem Based Learning (PBL) Dengan Menggunakan Media Pembelajaran Video Mata Pelajaran IPAS Kelas IV SD Negeri 2 Tegalombo', *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8.2 (2023), 2543–59

Ashari, Agus, 'Media Online Maupun Offline Untuk Meningkatkan Motivasi Belajar Peserta Didik'

Assegaff, Asrani, And Uep Tatang Sontani, 'Upaya Meningkatkan Kemampuan Berfikir Analitis Melalui Model Problem Based Learning (PBL)', *Jurnal Pendidikan Manajemen Perkantoran*, 1.1 (2016), 38–48

Badarudin, Badarudin, 'Peningkatan Sikap Peduli Lingkungan Dan Prestasi Belajar Ipa Menggunakan Model Problem Based Learning Berbasis Literasi Pada Subtema Lingkungan Tempat Tinggalku Di Kelas Iv MI Muhammadiyah Kramat', *JPDI (Jurnal Pendidikan Dasar Indonesia)*, 3.2 (2018), 50–56

Burhana, Awaludin, Dita Octavianti, Luluk Meilinda Reza Anggraheni, Nova Dwi Ashariyanti, And Putri Ayudha Anugraini Mardani,

'Model Problem Based Learning (PBL) Untuk Meningkatkan Cara Berpikir Kritis Siswa di Sekolah Dasar', *Snhrp*, 3 (2021), 302–7

Cahyaningtyas, Tiara Intan, Naniek Kusumawati, And Ir M Soepridjadi Djoko Laksana, *Pendidikan Lingkungan Hidup Sd Berbasis Pjbl* (Cv. Ae Media Grafika, 2022)

Darmayanti, Ifva, Ramadhani Fitri, And Syamsurizal Syamsurizal, 'Pengaruh Model Problem Based Learning Terhadap Hasil Belajar Biologi Aspek Kognitif dan Psikomotor', *Bioma: Jurnal Biologi Dan Pembelajarannya*, 4.2 (2022), 18–25

Denryas, Raissha Ardellia, 'Mengembangkan Keterampilan Berpikir Kritis Siswa Sekolah Dasar Melalui Implementasi Model Pembelajaran Problem Based Learning dan Problem Solving', *International Journal Of Education, Conseling And Multidicipline (Ijeduca)*, 1.2 (2024)

Djuandi, Dadang, 'Pengaruh Pembelajaran Berbasis Masalah Terhadap Sikap Siswa Pada Lingkungan' (Universitas Pendidikan Indonesia, 2016)

Facione, Peter A, 'Critical Thinking: What It Is And Why It Counts', 2018

Halimah, Siti, Herlina Usman, And Siti Maryam, 'Peningkatkan Kemampuan Berpikir Kritis Dalam Pembelajaran IPA Melalui Penerapan Model Pembelajaran Problem Based Learning (PBL) di Sekolah Dasar', *Jurnal Syntax Imperatif: Jurnal Ilmu Sosial Dan Pendidikan*, 3.6 (2023), 403–13

Hendi, Asrean, Caswita Caswita, And Een Yayah Haenilah, 'Pengembangan Media Pembelajaran Interaktif Berbasis Strategi Metakognitif Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa', *Jurnal Cendekia: Jurnal Pendidikan Matematika*, 4.2 (2020), 823–34

Hotimah, Hosnol, And Shefa Dwijayanti Ramadani, 'Model PBL Diperkaya dengan Reading and Concept Map: Apakah Efektif Dalam Meningkatkan Keterampilan Berpikir Kritis Dan Minat Baca Siswa?', *Phenomenon: Jurnal Pendidikan Mipa*, 11.1 (2021), 1–14

Hotimah, Husnul, 'Penerapan Metode Pembelajaran Problem Based Learning Dalam Meningkatkan Kemampuan Bercerita Pada Siswa Sekolah Dasar', *Jurnal Edukasi*, 7.2 (2020), 5–11

Huda, Misbakhul, And Rini Adlina, 'Didikan Seorang Guru Cerminan Masa Depan', *Pembelajaran Untuk Menjaga Ketertarikan Siswa Di Masa Pandemi (Antologi Esai Mahasiswa Pendidikan Biologi)*, 100 (2021)

Indahwati, Rohmah, Septi Dariyatul Aini, And Djoko Ribowo, 'Pengaruh Penerapan Strategi Means-Ends Analysis (MEA) Dalam Pembelajaran Matematika Terhadap Kemampuan Berpikir Kritis Siswa', *Interaksi: Jurnal Kependidikan*, 12.2 (2017)

Juardi, Indri Fitriani, And Tin Rustini, 'Evaluasi Efektivitas Problem Based Learning Dalam Pembelajaran IPS di Kelas IV Sekolah Dasar; Studi Kasus Sdn Pasirbitung', *Jurnal Inovasi Pendidikan*, 7.1 (2024)

Ka'u, Hildegardis, 'Penerapan Model Problem Based Learning (PBL) Untuk Meningkatkan Hasil Belajar IPA Pada Siswa Kelas V Sdn Watutura Tahun Ajaran 2019/2020', *Jurnal Pendidikan Tambusai*, 6.1 (2022), 3329–35

Khoiriyah, Yuni Siti, Masyqi Salma, Frestinata Arum Merduani, Syunu Trihantoyo, And Ayu Wulandari, 'Analisis Rekrutmen Beban Kerja Pendidik Dan Tenaga Kependidikan Di Mts. Bina Insani', *Al-Dyas*, 2.2 (2023), 369–80

Khotimah, Siti, And A Wathon, 'Pengembangan Alat Permainan Edukatif Melalui Klasifikasi Strategi Pembelajaran', *Sistim Informasi Manajemen*, 2.1 (2019), 215–40

Khozin, Muhammad Nur, Atik Rahmawati, And Teguh Wibowo, 'Pembelajaran Berbasis Masalah Berpendekatan Socioscientific Issue Terhadap Sikap Peduli Lingkungan Dan Hasil Belajar Siswa', *Phenomenon: Jurnal Pendidikan Mipa*, 10.1 (2020), 51–61

Lismaya, Lilis, *Berpikir Kritis & Pbl:(Problem Based Learning)* (Media Sahbat Cendekia, 2019)

Marsena, Miftahul, Yuli Fatrisna, Meli Sesmira, Septia Irnanda Saputra, And Tri Yuliani, 'Tenaga Kependidikan: Pengawas Dan Kepala Sekolah', *Indo-Mathedu Intellectuals Journal*, 5.5 (2024), 6384–95

Muhali, Muhali, 'Pembelajaran Inovatif Abad Ke-21', *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 3.2 (2019), 25–50

Nasution, Nurul Rafiqah, And Edy Surya, 'Penerapan Model Pembelajaran Berbasis Masalah (Problem Based Learning)

Terhadap Kemampuan Berpikir Kreatif Matematika Siswa', *Jurnal Mahasiswa Pps*, 1.1 (2017), 98–102

Prameswari, Salvina Wahyu, Suharno Suharno, And Sarwanto Sarwanto, 'Inculcate Critical Thinking Skills in Primary Schools', In *Social, Humanities, And Educational Studies (Shes): Conference Series*, 2018, I

Prastawa, Singgih, And Agus Radiyanto, 'Efektivitas Model Pembelajaran Problem Based Learning Berbasis Era Pasca Pandemi Covid 19 Untuk Meningkatkan Berfikir Kritis Peserta Didik', *Brilliant Journal Of Education*, 1.1 (2024), 5–14

Putri, Wa, Ferdinad S Leuwol, And Mohammad Amin Lasaiba, 'Improving Students' Understanding Of Disaster Mitigation Through Problem-Based Learning (Pbl)', *Geoforum Jurnal Geografi Dan Pendidikan Geografi*, 3.2 (2024), 85–98

Putri, Wiwit Purnama, Narendradewi Kusumastuti, And Arwendis Wijayanti, 'Peran Guru Laki-Laki Pada Lembaga Paud Ditinjau Dari Perspektif Fungsi Afeksi Di Tk Aisyiah Bustanul Athfal 1 Ngawi', *Journal Of Early Childhood Education And Development*, 4.1 (2022), 88–99

Rahmaniah, Neli, Anna Maria Oktaviani, Fatkhul Arifin, Gilang Maulana, Hana Triana, Marni Serepinah, And Others, *Berpikir Kritis Dan Kreatif: Teori Dan Implementasi Praktis Dalam Pembelajaran* (Publica Indonesia Utama, 2023)

Rahmawati, Heni, Pratiwi Pujiastuti, And Andarini Permata Cahyaningtyas, 'Kategorisasi Kemampuan Berpikir Kritis Siswa Kelas Empat Sekolah Dasar Di Sd Se-Gugus di Kapanewon Playen, Gunung Kidul', *Jurnal Pendidikan Dan Kebudayaan*, 8.1 (2023), 88–104

Reski, Reny, Nahor Hutapea, And Sehatta Saragih, 'Peranan Model Problem Based Learning (Pbl) Terhadap Kemampuan Pemecahan Masalah Matematis Dan Kemandirian Belajar Siswa', *Juring (Journal For Research In Mathematics Learning)*, 2.1 (2019), 49–57

Safitri, Desy, 'Pendekatan Konstruktivisme Dalam Pembelajaran Ips', *Mutiara: Jurnal Ilmiah Multidisiplin Indonesia*, 2.2 (2024), 55–69

Simatupang, Halim, And Dirga Purnama, *Handbook Best Practice Strategi Belajar Mengajar* (Pustaka Media Guru, 2019)

Sudrajat, Rahmat, 'Pentingnya Ketrampilan Mendengar Untuk Menciptakan Pembelajaran Yang Menarik', In *Seminar Nasional Keindonesiaan (Fpipskr)*, 2023, Viii

Sugiyono, Dr, 'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D', 2013

Sumarni, Enny, 'Upaya Meningkatkan Minat Belajar Murid Melalui Pembelajaran Berdiferensiasi Dengan Model Pembelajaran Problem Based Learning Pada Pelajaran IPS', *Educatoria: Jurnal Ilmiah Ilmu Pendidikan*, 3.1 (2023), 29–46

Sunarsih, Nenah, Joko Rizkie Widokarti, And Donni Juni Priansa, *Pbl Di Era Digital: Meningkatkan Prestasi Belajar Melalui Tutorial Daring* (Asadel Liamsindo Teknologi, 2023)

Syahbani, Wahyu, 'Analisis Kemampuan Berpikir Kritis Siswa Pada Pembelajaran Matematika Model Inquiry di SMPN 2 Kota Bengkulu' (Uin Fatmawari Sukarno, 2024)

Triani, Deliza Septika, Endang Widi Winarni, And Abdul Muktadir, 'Pengaruh Model Pembelajaran Problem Based Learning (PBL) Terhadap Sikap Peduli Lingkungan Dan Hasil Belajar IPA Siswa Kelas Iv Sdn 78 Kota Bengkulu', *Jurnal Pembelajaran Dan Pengajaran Pendidikan Dasar*, 2.1 (2019), 13–21Https://Doi.Org/10.33369/Dikdas.V2i1.8677

Utama, Kafiga Hardiani, And Firosalia Kristin, 'Meta-Analysis Pengaruh Model Pembelajaran Problem Based Learning (PBL) Terhadap Kemampuan Berpikir Kritis Ipa Di Sekolah Dasar', *Jurnal Basicedu*, 4.4 (2020), 889–98

Wandini, Rora Rizki, Dedek Alwina Sipahutar, Indi Rahmawati, Rahmi Diah, And Sulistia Harpani, 'Merubah Pandangan Siswa Yang Menganggap Pembelajaran PKn Membosankan Menjadi Pembelajaran PKn Yang Menyenangkan', *Jurnal Pendidikan Dan Konseling (Jpdk)*, 4.4 (2022), 1489–96

Wardani, Dewi Ayu Wisnu, 'Problem Based Learning: Membuka Peluang Kolaborasi Dan Pengembangan Skill Siswa', *Jawa Dwipa*, 4.1 (2023), 1–17

Wati, Rysa Titanika, And Yuliani Yuliani, 'Pengembangan Lembar Kegiatan Peserta Didik (LKPD) Berbasis Problem Based Learning (Pbl) Submateri Transpor Membran Untuk Melatihkan

Keterampilan Berpikir Kritis', *Berkala Ilmiah Pendidikan Biologi (Bioedu)*, 9.2 (2020), 340–49

Wicaksono, Soetam Rizky, And Kasmudin Mustapa, 'Evaluasi Dalam Project Based Learning'

Widyastuti, Riski Tri, And Gamaliel Septian Airlanda, 'Efektivitas Model Problem Based Learning Terhadap Kemampuan Pemecahan Masalah Matematika Siswa Sekolah Dasar', *Jurnal Basicedu*, 5.3 (2021), 1120–29

Wijayanti, Ari, And Taat Wulandari, 'Efektivitas Model Ctl Dan Model Pbl Terhadap Hasil Belajar Ips', *Harmoni Sosial: Jurnal Pendidikan Ips*, 3.2 (2016), 112–24

Yampap, Umar, And Deril Alfiance Kaligis, 'Penerapan Metode Snowball Throwing Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Sekolah Dasar', *Diksi: Jurnal Kajian Pendidikan Dan Sosial*, 3.2 (2022), 1–10Https://Doi.Org/10.53299/Diksi.V3i2.186

Yuniarsi, Evi, And Johanes Sapri, 'Penerapan Model Problem Based Learning (PBL) Untuk Meningkatkan Berpikir Kritis Dan Prestasi Belajar', *Diadik: Jurnal Ilmiah Teknologi Pendidikan*, 12.1 (2022), 124–37